2010 Annual School Report
Teven-Tintenbar Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

At the time of the 2010 census, 138 students were enrolled at Teven-Tintenbar Public School, of which 73 were girls and 65 were boys.

Staff

Teven-Tintenbar Public School has a dedicated group of teachers whose purpose is to provide opportunities to develop skills and strategies through Quality Teaching and Learning, in a supportive, safe, interactive, engaging and inclusive environment to help our students become learners for life. By doing this, we will help our students to achieve personal best results in all their present and future endeavours.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

2010 saw the establishment of our school choir, which has had several successful performances.

Several students reached State level in various sporting events.

Two demountable buildings were replaced under the Building the Education Revolution.

Interactive whiteboards were installed in three more classrooms. This included a Connected Classroom with Video Conferencing facilities.

The following extra-curricular activities continue at our school:

- Kids In The Kitchen
- Premiers Sporting Challenge
- Premiers Sporting Challenge - Leadership
- Recorder
- Band
- Guitar
- Vegetable Garden
- Premiers Reading Challenge
- PSSA Sport

Student achievement in 2010

The 2010 NAPLAN results were excellent in both Years 3 and 5. Year 3 (Boys) are 155 scale scores above the state average in the test aspect of Grammar & Punctuation. Year 5 (Girls) are 60 scale scores above the state average growth in the test aspect of Numeracy. The school’s growth was well above State average and the second best in the Southern Cross Network.

Messages

Principal’s message

I am pleased to present the 2010 Annual School Report of Teven-Tintenbar Public School. 2010 has been an eventful year, seeing staff changes and the establishment or continuation of special programs. We welcomed three new teachers to our school- Ms Talbot (Teacher-Librarian), Ms Slingsby (Teacher) and Mrs Lasserre (Assistant Principal). Collectively these teachers have added skills to our technology, performing arts, sports and literacy programs as well as providing Quality Teaching.

Values Education was a primary focus for 2010. From staff training, parent input and many discussions with our students, I CARE was developed as our core school values: Integrity, Co-operation, Acceptance, Respect, Excellence.

Our school has always been known as the Family School and will continue to be so. In 2010, we built on this and our values with our school motto: **RESPECT-RESPONSIBILITY-RESULTS**

All this work by staff, students and parents resulted in ZERO suspensions in 2010. In 2011 we will add to our values education program with the establishment of the BETTER BUDDIES program.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Virginia Latta
P & C and/or School Council message

The P&C continued its great work of supporting the school by fundraising, running the canteen and uniform shop and a number of other areas. Total funds raised during the year exceeded $13000, most of which came from the Country Fair. In 2010 the P&C funded the establishment of two interactive whiteboards and a new ride-on mower for the school grounds. The P&C is lucky to have the assistance of many eager and enthusiastic volunteers who have all contributed to improving the great learning environment at Teven-Tintenbar School.

Peter Lucena

Student representative’s message

In Term 1, we had our amazing swimming carnival and Blue won the house trophy. A few kids made it to District then Jasmine McCall made it through to Zone then to Regionals.

In Term 2, Years 5 and 6 went to Bornhoffen and had a brilliant time. Travers Golding went to State AFL in Sydney. He was the first person in this school to make it to State. We also had a Cross Country Carnival at this school with many other schools coming too.

Three students (Max Repin, Sam Murphy and Adam van Zuylen) went to Byron Bay Public School to compete in a Robotics Challenge and came 3rd out of 9 teams.

In Term 3, three students made it to the State Athletics Carnival (Mia Johnson, Sheridan Veness and Matthew Norris) and they were all in long jump. Joel Hynes also made it to State but in touch football. Our school also held a big Jersey Day where everyone wore their jerseys to raise funds for Kids Cancer Foundation (bringing kids closer to their community). The school raised a heap of money.

In Term 4, we have had two giant fundraisers. All up from the fundraisers and a few big donations, Mr Lindsay (to get his hair shaved off and for Movember) raised $2,132.10.

Vincent Whiting, Jasmine McCall, Sheridan Veness and Adam Van Zuylen

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.4</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.7</td>
<td>97.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.5</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.1</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.2</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.5</td>
<td>93.7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.7</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.5</td>
<td>94.1</td>
<td></td>
</tr>
</tbody>
</table>

Region

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.5</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.3</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.4</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.6</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>92.6</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.4</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.2</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.1</td>
<td>93.2</td>
<td></td>
</tr>
</tbody>
</table>

State DET

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td></td>
</tr>
</tbody>
</table>
Management of non-attendance

Student non-attendance is managed by communication between the class teacher and parents. If attendance does not improve after this point, NSW Department of Education Attendance guidelines are adhered to.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDER</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>YEAR 2/3</td>
<td>3</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>4</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>YEAR 4/5</td>
<td>5</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>K/1</td>
<td>K</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

In 2010 there were six mainstream classes at Teven-Tintenbar Public School. They consisted of one Kindergarten class and composite classes of Kindergarten/Year 1, Years 2/3, Years 3/4, Years 4/5 and Years 5/6.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff retention

2010 saw the retirement of one classroom teacher. With the replacement of this teacher, we also had a new librarian and Assistant Principal who replaced staff who retired previously.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>8.9</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There is no Indigenous composition on the Teven-Tintenbar Public School workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>87.5</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Some of our Kindergarten children during a literacy session 2010

A Science Lesson in 2/3L
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>87152.78</td>
</tr>
<tr>
<td>Global funds</td>
<td>122772.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>46120.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>43423.13</td>
</tr>
<tr>
<td>Interest</td>
<td>2465.74</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5011.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>306946.21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15388.52</td>
</tr>
<tr>
<td>Excursions</td>
<td>25296.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>27677.20</td>
</tr>
<tr>
<td>Library</td>
<td>491.61</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>256.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>68098.44</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>26932.35</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>30539.15</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>15781.32</td>
</tr>
<tr>
<td>Maintenance</td>
<td>25768.17</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5147.16</td>
</tr>
<tr>
<td>Capital programs</td>
<td>29689.06</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>271065.35</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>35880.86</td>
</tr>
</tbody>
</table>

Some comments about the Annual Financial Statement

The expenditure for the 2009 Stage 3 excursion to Sydney was paid in December. (ie this financial year.

The Training and Development funds listed are extra to the annual grant for Professional Learning, which forms part of the Tied Funds section.

2010 cost of Casual Relief Teachers was higher than expected with more short and long terms periods of sick leave and long service leave.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

With a very pro-active and supportive parent community, our students participated in many activities during 2010.

Achievements

Arts

Creative and Performing Arts Programs are a vital part of the curriculum. Teven –Tintenbar students have been provided with a variety of opportunities to express themselves through Arts initiatives. All students participated in the Education Week Concert performing songs, plays and dances that showcased their talents.

In 2010 the 3 – 6 choir was established. The members started at 9 students and have increased over the year to 16 members. The choir rehearsed every Thursday under the guidance of Ms Slingsby. Students performed at the Biggest Morning tea, School Assemblies, Education Week Concert, Country Fair and they performed at Presentation Day in December. For 2011, the choir will audition for the Choral Festival and the Schools Spectacular both held in Sydney. They are already booked to sing the National Anthem for Ballina Council.

In dance, Year 4/5 performed a soccer dance at the Coast Kids Concert in Ballina. This involved a one day of rehearsal and two performances in front of the local community. The Teven-Titenbar recorder group, directed by Miss Fiona Clark also performed during the Education week concert and Country Fair.

Beyond the classroom, our students have the opportunities to join Teven-Tintenbar, Lennox Head, and Southern Cross Combined Band, under the guidance of Fiona Clark and Mark Whitney. Currently there are four students involved. Students have also been provided with the opportunity to receive in-school guitar tuition.

Three Year 6 students represented the school at Art Camp. Several students won their categories in the Les Peterkin Portrait competition with artworks on display at the Murwillumbah Regional Art Gallery.
Sport

Teven-Tintenbar Public School has had an exhilarating and inspiring year involving school, PSSA, district, zone, regional and state carnivals within the area of sport. This year the school has participated in swimming, cross-country, softball, cricket, soccer, touch football, the Aust-Swim Program, Premier’s Sporting Challenge (PSC) and athletics. However we have also broadened our sporting outlook to include netball (Girls PSSA Knockout) and Fundamental Skills throughout the K-6 curriculum. Our school has also included Junior/Senior Girls and Boys Athletes of the Year Awards to be presented on Presentation Day. Thanks to student participation and government grants (PSC, Critics Choice Awards & Coles) the school will purchase new sporting equipment to enhance the PDHPE outcomes of all students.

Swimming Carnival

The swimming carnival was held at the Ballina Pool with students from Years 2-6 competing in all strokes. The support given by students and parents of all house groups was brilliant with Blue House taking victory and accepting the swimming shield trophy for 2010. Students went on to represent the school at district, zone and regional levels, which was an outstanding achievement. Also over a third of our students who participated in the Austswim Program from 2010 competed in a 50metre event in 2010, which is fantastic.

Athletics Carnival

The athletics carnival was held on Teven Tintenbar’s oval with students from K-6 competing in all athletic disciplines. This year the program was added to with the 400m race. The participation level of students and support of parents was tremendous, resulting in a fun and exciting day for all, even when the rain came. Students’ efforts allowed them to represent the school at district, zone, regional and state levels. Field events were held during Friday afternoon sport with Gold House taking victory and receiving the athletics shield trophy for Champion House. 3 athletes represented the school at the State Athletics Carnival in 2010, an achievement that was a first in Teven-Tintenbar Primary School history.

Cross Country

The Small Schools Cross Country was held at Teven-Tintenbar Public School and involved 5 other small schools travelling to compete. Participation levels were exceptional and students from our school went on to compete in district, zone and regional carnivals. This event is a highlight in the Small Schools sporting calendar of 2010.

Premiers Sporting Challenge

For the second successive year, Teven-Tintenbar Public School participated in the 2010 Premier’s Sporting Challenge. This challenge was held over a 10 -week period during Term 3 and provided students with the opportunity to regulate and become more involved within physical activities both in and outside the school environment. Student involvement within the scheme promoted healthy living and provided the school with government grants to purchase new sporting equipment.

Aust-Swim- 2010 Swimming Scheme

Once again, Teven-Tintenbar Public School participated in the Aust-Swim Swimming Scheme. This year over 50 students participated within the 10-day program giving them a chance to develop and enhance their skills in the water. The Aust-Swim scheme gives students the opportunity to gain a fantastic life skill.

PSSA Trials

Students represented the school throughout the year at PSSA district, zone, regional and state trials via a number of sports. For the first time in Teven-Tintenbar Primary School history we saw two male students make the State Trials for Australian Rules Football (AFL) and Touch Football. Both students went to Sydney to try to advance to the state team. Both students had an amazing experience and enjoyed their time at their chosen sports highest level.

Other

Science and Technology was a focus area for Stage 3 in 2010. This saw three students compete in the Robotic Challenge at Byron Bay Public School. There were 9 teams representing local primary and high schools. Our students, on their first outing, came 3rd.

Our school also participated in the Bangalow Billy-Cart Derby. Now our school has its own billy-cart, we hope to extend the participation of students in several age categories in 2011.
**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

![Graphs showing percentage of students in bands for Year 3 reading, writing, and spelling with various comparison averages.]
Numeracy – NAPLAN Year 5

Progress in Literacy

Average progress in reading between Year 3 and Year 5

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 grammar and punctuation

Percentage of students in bands:
Year 5 numeracy

Progress in Literacy

Average progress in reading between Year 3 and Year 5

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 grammar and punctuation

Percentage of students in bands:
Year 5 numeracy

Progress in Literacy

Average progress in reading between Year 3 and Year 5
Progress in Numeracy

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2010 the number of identified Aboriginal students increased to 3% but had returned to 1.3% by the end of the year. All staff at Teven-Tintenbar Public School has knowledge of and is committed to the Department’s Aboriginal education policies. Aboriginal Perspectives are incorporated into all aspects of our Teaching and Learning Programs.

During NAIDOC Week, Aboriginal Dance Group Murriwattana performed at our school.

All of our Aboriginal students scored high in the National Tests. One student participated in the Stage 3 Primary Enrichment Program (PEP) which is a program for Gifted and Talented students.

Multicultural education

The school places significant emphasis on the delivery of programs which promote racial tolerance and harmony, and promotes multicultural perspectives across the curriculum.

The Anti-Racism Contact Officer (ARCO) position is kept filled by a trained staff member and their role advertised to the school community. Although the incidence of racism is extremely low the ARCO is accessible at all times. Records of
complaints of racism are maintained, including the strategies used to resolve them.

The DET calendar for cultural diversity was used in each classroom to promote the acceptance of the cultural, linguistic and religious diversity of Australia. School and class celebrations reflect our own community diversity.

Interpreters were made for individual parent interviews as required. Translations of information for parents are provided as needed, using the resources provided on the DET website.

**Respect and responsibility**

The values of respect and responsibility remain a long-term focus of our Student Welfare Policy and were incorporated in our school motto of RESPECT-RESPONSIBILITY-RESULTS.

The approach taken at Teven-Tintenbar Public School has placed a clear focus on respect and responsibility in the school community.

Elements of the school plan focus on:

- the consistent use of good manners;
- ensuring that students know and understand the words of the National Anthem;
- students taking responsibility for maintaining an orderly classroom and a clean playground;
- students using an appropriate manner of speech when speaking to peers, parent helpers and teachers;
- appropriate behaviour on the sporting field;
- celebrating days of cultural and historical significance such as Harmony Day, ANZAC Day and Remembrance Day;
- encouraging all adults to set a positive example within the school.
- encouraging students to participate in the wider community through the support of charities such as CanTeen, Movember and Stewart House.

**Connected learning**

2010 brought the installation of our Connected Classroom. In May our school hosted the 2 day Connected Classroom Training Program for schools in our area.

We now have interactive whiteboards in 4 classrooms and our library. The last two classrooms should have their interactive whiteboards installed in 2011 under the Building the Education Revolution (BER) project.

Connected Learning has had a significant and positive effect on our Teaching and Learning Programs. Class lessons are vibrant, engaging and relevant to our technological advanced students.

Technology was the focus of collaboratively planned library programs this year. All classes used the interactive whiteboard and computers during library lessons to present and submit work, along with at least one additional session with their class teacher.

As part of the program all classes created their own blogs to communicate with each other and share work. A whole school blog was created by a Stage 2 class for public viewing via the school webpage. This blog provided a forum for students to share their work and experiences with the wider community.

An archived version of this blog can be viewed at https://www.det.nsw.edu.au/blog/320437-ttspblogitude/

**Library**

This year was one of change and reorganisation in our school Library. With a new, permanent Teacher Librarian appointed the opportunity was taken to reorganise and streamline all our resources. A review of Teacher Resources, Guided Readers and Mathematics Kits resulted in
a significant cull of many outdated items, moving of the resources into one, more user friendly location and a plan prepared for future purchasing to support and enhance learning programs.

Over 4000 borrowing transactions were completed by our avid readers over the year. Much of this borrowing was related to our first whole school involvement in the Premier’s Reading Challenge (PRC). 129 of our students completed the PRC with one Year 3 student (new to our school in 2010) receiving a Gold Award for 4 consecutive years of participation. 9 students also completed the MS Read-a-thon successfully raising $451.40 for the charity.

374 titles were added to our collection this year. Most of these purchases were PRC books and from the Children’s Book Council Book Week shortlist.

Progress on 2010 targets

Target 1
To continue to improve student outcomes in Numeracy

2010 NAPLAN average scores were very high for Numeracy. The Year 5 results were pleasing as they showed a continual improvement through the years.

The growth between Year 3 and Year 5 (NAPLAN) for Numeracy was exceptional.

The school’s average growth was by far the best in the Southern Cross Network.

Our achievements are:

- 100% of our students were in bands 3 or higher with 57% of students in bands 5 & 6.
- 96% of our Year 5 students were in bands 5 or higher with 58% of students in bands 7 & 8.
- Best Start Program implemented in Kindergarten. Intervention programs as a result saw 2 students identified for our Learning Support Program.
- Five successful workshops were held for parents. As a result, parents were better able to assist their children with homework. Some parents became more confident and have become classroom program helpers.

- With the installation of Interactive Whiteboards, several Smart Notebook Lessons have been written and shared by staff. Many of these will be used by staff in other local schools.

Target Two

To continue to improve student outcomes in Literacy

While all of the Years 3 and 5 NAPLAN results were positive, Writing showed a clear trend of improvement through 2009 to the 2010 result.

In writing, the school’s growth was well above State average and the second best in the Southern Cross Network.

In Year 3 NAPLAN-Grammar, the school had an amazing 76% of students in Band 6 in 2010.

Our achievements are:

- 100% of our Year 3 students were in bands 3 or higher in Writing and Grammar
- 19% of our Year 3 students were in band 2 for Reading with no students in band 1.
- 9% of our Year 3 students were in band 2 for Spelling with no students in band 1.
- 88% of our Year 5 students were in bands 5 or higher for Reading
- 96% of our Year 5 students were in bands 5 or higher for Writing
- 88% of our Year 5 students were in bands 5 or higher for Spelling
- 88% of our Year 5 students were in bands 5 or higher for Grammar
- Best Start Program implemented in Kindergarten. Intervention programs as a result saw 4 students identified for our Learning Support Program.
- Language and Reading groups were formed. This resulted in several Stage 1 students participating in Stage 2 Guided Reading lessons.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Science & Technology and School Culture.

Educational and management practice

School Culture

Background

As part of the cyclic review of school management, an evaluation of school culture was conducted. A Department of Education and Training survey was distributed to a randomly selected group of students and all parents to complete. All teachers also participated. The survey focused on areas including celebrating achievements, catering for the needs of all students, school improvement and the school’s place within the wider community.

Findings and conclusions

Over 80% of students believe that the school almost always encourages them to achieve their best compared to parents (90%) and staff (90%). Interestingly, nearly 90% of staff believes the school almost always recognises and celebrates achievement compared to 80% of parents and 70% of students who think the school almost always praises and rewards individuals who are successful. To the statement, Students are the school’s main concern the responses that indicated almost always were students 70%, parents 65% and staff 80%.

Future directions

The school will improve communication with parents and students to ensure that the child centred vision and philosophies of staff are aligned to community expectations and practised within all aspects of the school’s operations. Achievements of groups and individuals will continue to be recognised and promoted to parents and students by school management and teaching staff.

Stage 3 Science-Design & Making

Curriculum

Science & Technology

Background

This evaluation sought staff, parent and student opinion on the strengths and weaknesses of our school Science & Technology program. Staff and parents critically reflected on school programs and policies using a school designed survey. Students were asked to complete a survey and to provide comments about the strengths and weaknesses of our classroom program.

Findings and conclusions

100% of parents surveyed agree that Science is an important learning area. 15% of parents did not know if their child had developed new scientific skills throughout the year or whether the content taught was appropriate for their child and peers. Over 50% stated that their children indicated that science and technology was NOT their favourite subject.

All teachers agreed that students in general are achieving the syllabus requirements. Curriculum integration with content from other KLAs, (particularly English), is prevalent. Science and technology is considered by the majority of teachers to have "low-range" status in their school curriculum. Many teachers commented that resources could be improved upon.

More than 50% of students surveyed concur with parents in that Science was not their favourite subject. All students indicated that they would like a more hands-on approach to Science in both areas of Investigating and Design & Making.
Future directions

Implementation of the technology component of the syllabus should be a priority and the provision of sequential and developmental skills for students would be appropriate. The school will capitalise on the enthusiasm of several teachers to demonstrate Best Practice in other classrooms.

Science will not be taught as part of the Release from Face to Face (RFF) program, reverting back to being taught by class teachers. Science resources will be audited and extended upon in necessary areas. Robotics kits will be purchased in 2011.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Teven-Tintenbar PS is an attractive and well-resourced school e.g. classrooms, library and grounds
- The school is connected to its community and welcomes parental involvement
- Parents are encouraged to contact the school to discuss concerns about their child
- The school teaches and promotes core values
- The school promotes its uniform policy
- The school maintains a focus on literacy and numeracy
- Teven-Tintenbar PS has competent teachers who set high standards of achievement
- The school office staff and principal respond to enquiries and requests in a friendly and prompt manner
- Fair discipline exists within the school

Professional learning

All teachers K-6 have participated in a variety of Professional Learning in 2010. On average, $1500 of professional Learning Funds (school and tied grant) was expended on each teacher.

Training in 2010 included:

- North Coast Regional Quality Teaching Conference
- Count Me In Too (CMIT) Facilitators Training
- CMIT Teacher Training
- NSW Values Conference
- AUSWIM and Swimming Escort
- Best Start
- Connected Classrooms
- Keep them Safe Training
- Great Leaders, Great Teams, Great Results
- Every Classroom, Every School (Quality Teaching)

School development 2009 – 2011

Our Strategic Directions for 2011 are:

- Better Literacy and Numeracy outcomes for all students
- Higher quality teaching and professional standards
- Improved technology-based learning and infrastructure
- Assessment of student achievement in relation to syllabus standards and reporting to parents in accordance with Department policy.

Targets for 2011

Target 1-Spelling & Writing

To increase student understanding of the purpose and value of spelling in effective communication forms. This includes a whole school writing program encompassing a spelling and grammar scope and sequence.

Strategies to achieve this target include:

- Professional development program for teachers in spelling including analyzing data, examining best practice and implementation of innovative teaching.
- Highlighting Writing in the Literacy session across all stages.
- Engaging a Professional Friend to reflect, consolidate and implement a whole school spelling and grammar program.
- Analyse NAPLAN data with particular focus on spelling and grammar.
- Create opportunities as a whole school for children’s writing to be published and celebrated.
The development of an editing code for use by teachers and students to maintain consistency when correcting writing K-6.

Our success will be measured by:

- Achieving 95% minimal standards at the NAPLAN testing in Years 3 and 5 in spelling, grammar and writing.
- Publication of children’s writing in school Newsletters and website.
- Children achieving age appropriate results or better in standardised testing in Stages 1, 2 and 3.
- Consistency in proof-reading and editing across all stages.
- Evidence of Quality Teaching and Best Practice in all classroom programs.

Target 2-Mathematics

Evidence of use of Quality Teaching documents in K-6 maths lessons

Strategies to achieve this target include:

- Incorporate Count Me In Too (CMIT) into school management and Teacher Professional Learning plan 2011-2012
- Pre and post testing using Schedule for Early Number Assessment (SENA) and standardised tests.
- Professional Learning on Levelled Interactive Learning Experiences (LILE) or ‘number games’- how to use them to move children on in Learning Framework in Number (LFIN).
- Teachers professional learning in use of syllabus and related materials, including North Coast Region mathematics Scope and Sequence and Notebook lessons, to program for mathematics.

Our success will be measured by:

- CMIT targets addressed as part of management plan and Teacher Professional Learning plan.
- Evidence of Quality Teaching and Best Practice in all classroom programs.
- Teachers are aware of LFIN and where their students are positioned on the framework.
- Post testing and NAPLAN data shows improvement of at least 2 levels.

- Valued Added results indicate that all students have improved in mathematic skills between Year 3 and Year 5

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Virginia Latta - Principal
Samantha Lasserre- Assistant Principal
Craig Lindsay- Teacher
Kristie Talbot- Teacher
Julia Slingsby - Teacher
Peter Lucena- P&C President

School contact information

Teven-Tintenbar Public School
28 Fredericks Lane, Tintenbar
Ph: 66878210
Fax: 6687 8086
Email: teventint-p.School@det.nsw.edu.au
Web: http://www.teventint-p.schools.nsw.edu.au
School Code: 4578

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: